



**Types of recasts and learners' uptake
during one-on-one online EFL teaching sessions in Thailand**

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ABSTRACT

This study aimed to study the types of recasts given by the teachers and the rate of learners' uptake during one-on-one online English language teaching sessions in Thailand. It examined whether the recasts given to learners with different language proficiency level are different, and whether those groups of learners respond to recasts differently. Participants were 30 Thai native adult learners of English at an online English school which were divided into three levels: beginning learners, intermediate learners, and advanced learners. Recorded teaching sessions in total of 30 hours were transcribed and analysed using One-way ANOVA, T-test, Chi-square, and Fisher's exact test. The results showed that teachers were likely to give more recasts to less advanced learners; however, most recasts given to all learners were similar in characteristics. Most recasts were word-length, declarative, grammar-related, substitution, unstressed, one change, and with no repetition. It was also found that more advanced learners could take advantages of being corrected more as the rate of their uptake was very high. Beginning learners were likely to respond to only some features of recast such as word-length, declarative, and substitution. This study could be beneficial for teachers to be aware of the suitable types of recasts which encourage learners with different language proficiency levels to repair their utterances after receiving recast moves.

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1 INTRODUCTION

1.1 Research topic, research background and rationale

Teacher corrective feedback could be considered as one of the significant factors influencing language learners' speaking performance (Tuan & Mai, 2015), and it is also evident that most language learners expect their teachers to provide feedback on their performance (Leong & Ahmadi, 2017). Among different forms of teacher corrective feedback, it has been claimed that recasting could influence learners to improve their speaking skill less than other forms which are more explicit; however, it is the most frequently-used form of teacher corrective feedback (e.g. Lyster & Ranta, 1997; Mackey & Philp, 1998). Since language teachers often provide recasts as their corrective feedback, recasting has drawn attention from more recent researchers (e.g. Asari, 2012; Asari, 2015; Hanh and Tho, 2018).

A recast is a correction given by a teacher, which corrects a learner's utterance by rephrasing or reformulating it. For instance, when a learner says, 'I walk to the hospital yesterday', the teacher could give a recast by correcting the sentence, saying, 'I went to the hospital yesterday'. Here, the teacher reformulates the learner's incorrect utterance into a correct one, rather than giving an explicit feedback such as giving an explanation. More recent researchers have also investigated the characteristics or features of recasts, as well as their relationship with the rate of the learners' uptake or their immediate responses after recasts (Asari, 2012; Sheen, 2006). Nonetheless, responding to teachers' recast may differ among learners with different language proficiency levels as it was suggested that the length, the linguistic focus, and other features of language input could differ the level of comprehension among learners with different English language proficiency levels (Ilhan, 2019). It is unclear whether the teachers give different recasts to learners in different levels of the English language proficiency and whether students with different language abilities respond differently to each type of recasts.

Moreover, while most research on recasting has examined the types of recasts and the learners' uptake in the classrooms where there were 20 – 30 learners, it has been proposed that a large number of students could be one of the factors creating problem in learning English (Leong and Ahmadi, 2017). Furthermore, due to the increasing popularity of the use of technology in language teaching, research in the context of computer-mediated teaching sessions could be worthwhile as it has not yet clarified how language learners would respond to their teachers' recasts online. More research should be conducted in order to examine what types of recasts teachers give to learners and how learners respond to each type in the context

of online teaching sessions. Therefore, this research aims to investigate the relationship between the types of recasts given by English teachers and the learners' rate of uptake of different level of English language proficiency in one-on-one online EFL teaching sessions context in Thailand.

1.2 Aims of the present study

Considering all above, the present study aims to investigate recasts given by the teachers who are English native speakers during one-on-one online English teaching sessions. The study explores what types or characteristics of recasts are and if those types of recasts given to beginning, intermediate and advanced learners differ from each level. In addition, the study also examines the relationship between each type of recasts and the rate of learners' uptake in both as a whole and in each level of English language proficiency.

1.3 Structure of the dissertation

There are six chapters in the study: introduction, literature review, methodology, results and analysis, discussion, and conclusion. This chapter should give you a brief idea of what this study is about. Accordingly, more precise and deeper background knowledge of the related topics, including recasts and learners' uptake, is explained in the literature review. In methodology part, the research questions are mentions and how this study was conducted is explained in detail. In the results and analysis, the data and results are presented according to the research questions and sub questions. The results are linked to previous theories and studies in the discussion part. The last part of the dissertation is the conclusion which includes the results, implications and suggestions for further studies.

2 LITERATURE REVIEW

2.1 Introduction

This chapter provides theoretical summaries related to recasts. Firstly, various definitions are provided, and types or characteristics of recasts are discussed. Learners' response to recasts are explained. Then, previous studies of teacher corrective feedback and recasts are discussed and concluded.

2.2 Defining recasts

Recasting is one of the corrective feedback forms which researchers have defined in various ways (e.g. Asari, 2012; Asari, 2015; Faqeih, 2012; Hanh and Tho, 2018). Historically, in the

late 80s, a recast was defined related to the first language acquisition as an adult's (here referring to the parent) response to a child's utterance in which the child's utterance is rephrased or corrected by the adult (Nelson, 1989). For example, when a child says, 'I putted the toys in the drawer', a parent may give a recast correcting the past tense verb by saying 'I put the toys in the drawer.' Likewise, Long (1996) gave the definition of recasts as "utterances that rephrase a child's utterance" (p. 434). It was also mentioned that recasts given by adults would have some overlapping meaning of the child's utterance (Bohannon et al., 1996, as cited in Sheen, 2006)

Following to the use of the term in the first language acquisition, recasting has also been referred to in the classroom context. Lyster and Ranta (1997) explained that recasts could also be related to teacher corrective feedback in the classroom context, when the teacher's utterance reforms all or part of the learner's incorrect utterances. Then, more recent studies defined recasts associating second language acquisition contexts. For instance, Braidí (2002) defined recast as responses that changes or corrects a non-native speaker's utterance in a certain way. The change or the correction given by teachers could be regarding the grammar, pronunciation, word choice, and others as respectively illustrated in the following examples:

Example 1 – Recast regarding grammar

Student: I'm go to school.

Teacher: I'm going to school.

Example 2 – Recast regarding pronunciation

Student: I like chemistry*. /'tʃemistri/

Teacher: Chemistry. /'kemistri/

Example 3 – Recast regarding word choices

Student: Please, open the light.

Teacher: Turn on the light.

In more recent studies, a recast was defined as a reformation of a student's incorrect utterance given by a teacher in the communicative activity in the classroom, and the recast could be correcting all or partial of the utterance (Sheen, 2006).

In the present study, it is proposed that the definition of a recast in the L2 acquisition context should be a teacher corrective feedback reforming a student's utterance which contains one or more error in the language related teaching or learning sessions. The teacher's correction should remain all or partial intended meaning of the original utterance.

2.3 Classifications of recasts

Recasts have been characterised in various ways. Researchers initially defined features of recasts according to their isolation and intonation as Lyster (1998) categorised recasts into four types: (1) isolated declarative, (2) incorporated declarative, (3) isolated interrogative, and (4) incorporated interrogative (as cited in Sheen, 2006). Isolated recasts refer to the correction of the learners' incorrect utterances without other additional information while incorporated recasts contain some additional information to the original utterances. Declarative recasts are given in the falling intonation while interrogative recasts are given in the rising intonation, as illustrated in the following examples:

Example 4 – Isolated declarative recast

Student: The boys is working on their projects.

Teacher: Are working.

Example 5 – Incorporated declarative recast

Student: Well, my mother usually cook dinner for us.

Teacher: I see. She usually cooks dinner. What about other meals?

Example 6 – Isolated interrogative recast

Student: He was rob on the way home.

Teacher: He was robbed?

Example 7 – Incorporated interrogative recast

Student: My neighbour have three pets. I usually go play with them.

Teacher: You neighbour has three pets? What are they?

Some researchers have also classified the types of recasts according to their complexity as 'simple recasts' refer to those that contain only one linguistic item while 'complex recasts' refer to those that focus on more than one linguistic items (Long and Robinson, 1998, as cited in Sheen, 2006).

Example 8 – Simple recast

Student: I have to finish the essay 6 o'clock today.

Teacher: By 6 o'clock today.

Example 9 – Complex recast

Student: Maria knock my door very loud this morning.

Teacher: She knocked your door very loudly.

More types of recasts have been noticed by more recent researchers as some researches characterised teachers' recasts according to their lengths, segmentation, intonation, stress, and number of changes (Asari, 2012; Sheen, 2006).

This present study classifies the types of recasts into six dimensions: (1) length, (2) intonation, (3) type of change, (4) linguistic features, (5) stressing, (6) number of changes. In terms of length, the recast is considered whether its length is a word, a phrase, or a clause. Regarding the intonation, recasts can be given in either declarative intonation or interrogative intonation which could differ from the sentence type of the original utterance, as shown in the example:

Example 10 – Recast given in interrogative intonation

Student: My mother pick me up after school.

Teacher: My mother will pick me up after school?

Regarding the type of change, the recast could be an addition, a substitution, or a deletion to the original utterance. In terms of the linguistic features, the recast could be correcting the student's utterance's grammar, pronunciation, vocabulary, or others. In stressing, some part of recast could be specially highlighted by being stressed, as shown in the example:

Example 11 – Recast given with stressing

Student: I work as engineer.

Teacher: AN (stressed) engineer.

Lastly, recasts given could contain one change, two changes, or more than two changes to the original utterance.

2.4 Learner's uptake

One of the aims of teacher corrective feedback is to correct the learner's utterances or the use of the language. There are several ways to assess learner's improvement after receiving the teacher's feedback. According to the literature in the area of recasting, the learner's immediate response after the recast is considered important since it could imply if the learner recognises that he or she is being corrected or if the learner corrects their utterance after receiving a recast. The learner's response after a recast could be considered if there is learner's uptake. Learner's uptake refers to the immediate response of the learner which follows the recast (Asari, 2012; Loewan, 2004; Sheen, 2006), as shown in the example:

Example 12 – Recast and uptake

Student: I work as engineer.

Teacher: AN (stressed) engineer.

Student: I work as an engineer.

According to the example 12, it is illustrated that after the teacher says, 'an engineer', the learner recognises that he or she is being corrected, so the learner restates his or her utterance including the teacher's correction. Nonetheless, some responses after receiving a recast may

not indicate learner's uptake. It is possible that the learners do not correct themselves after receiving a recast, as shown in the following example:

Example 13 – No uptake shown

Student: He come to my house last night.

Teacher: He came to my house last night.

Student: Yes. We had dinner together.

From the example, the student does not realise that he or she is corrected as the student continues on telling the story without correcting the previous utterance. In addition, while some learners may recognise the recast given by the teacher, there is a possibility that they may not correct themselves successfully. Some researchers (e.g. Egi, 2007) have classified learners' uptake after receiving a recast into two levels: (1) repair and (2) needs-repair. The former one is when the learners successfully repeat or correct themselves after teacher's recast while the latter one refers to when learners could partially correct the error or only indicate the effort of the utterance's modification without achieving the correction, as illustrated in the following examples:

Example 14 – Learner's repair

Student: It is suggest that they should arrive early.

Teacher: It is suggested.

Student: It is suggested.

Example 15 – Needs-repair

Student: I am not sure if we have to bring our own equipment / ɪ'kipmeɪnt/.

Teacher: Equipment. / ɪ'kwɪpmənt/

Student: Equipment. / ɪ'kwɪpmeɪnt/

Despite the levels of learner's uptake, it is reasonable to consider the learner's partially repair as learner's uptake as in Asari (2012) and Sheen (2006). This present study considers both learner's repair and needs-repair where learners' attempts of correction could be evident as learner's uptake.

2.5 Previous studies on teacher corrective feedback

In 1990s, research related to teacher corrective feedback in second language acquisition was conducted (e.g. Lyster & Ranta, 1997; Mackey & Philp, 1998). Lyster and Ranta (1997) studied types of corrective feedback given by the teachers and learners' uptake in French as a second language classroom, as well as other subjects taught in French, in Canada. It was found that the most common form of teacher corrective feedback was recast. Even though teachers were most likely to give the feedback in the form of recast, the learners' uptake occurred more

frequently in other teacher corrective feedback forms which are more explicit than recasts. Likewise, it was also illustrated in a study by Mackey and Philp (1998) that while recasts were most frequently given by the teachers, learners were likely to effectively correct their errors after teachers' explicit corrections. Even though some research suggests that recasts have less influence on learners' corrections comparing to other teacher corrective feedback forms, it could be argued that recast is more preferable for teachers since it requires less time and shorter corrections than other forms. Oliver and Mackey (2003), as cited in Egi (2007), advised that recasts could be more effective in the context where the language forms are focused and in some activities such as reading aloud.

2.6 Previous studies on types of recasts and uptake

In accordance with the previous studies, it has been shown that teachers tend to give recasts which are short, with one change, and in declarative intonation (Asari, 2012; Sheen, 2006). Moreover, it has also been investigated which types of recast have related to learners' uptake. It was found that short and declarative recasts were related to learners' uptake (Asari, 2012; Sheen, 2006). Asari (2012) demonstrated some types in the same categories are both related to the learners' uptake; short and clause-length, addition and deletion, and pronunciation and grammar-focused recasts were statistically significant related to learners' uptake.

2.7 Previous studies on CF and language proficiency levels

Nevertheless, it is possible that teachers prefer to provide different types of recast to different learners, and learners with different English language proficiency levels may respond to the recasts differently as suggested by some researchers (e.g. Ammar & Spada, 2006; Havranek & Cesnik, 2001, as cited in Kennedy, 2010; Lyster & Ranta, 1997). As Lyster and Ranta (1997) discussed the possibilities of learners not responding effectively to recasts, it was assumed that learners' language proficiency levels might influence the teachers' choices and the learners' uptake. Kennedy (2010) carried out research investigating teachers' choices of providing teacher corrective feedback. It was demonstrated that teachers are provide different forms of teacher corrective feedback depending on the learners' language proficiency levels and individual differences.

Moreover, it is also evident that learners with different language proficiency respond to teacher's recasts differently. It was indicated that learners' literacy and language proficiency may have influence on the learners' ability to notice the teacher's correction (Tarone &

Bigelow, 2005, as cited in Nassaji, 2015); thus, it is possible that learners with different language proficiency levels may respond differently to teachers' recasts. Ammar and Spada (2006), as cited in Kennedy (2010), showed that recasts, as well as other forms of teacher corrective feedback, worked equally effectively for learners with high proficiency level while recasts were less effective than other forms of corrective feedback among learners with low proficiency level. Likewise, Havranek and Cesnik (2001), as cited in Kennedy (2010), conducted an empirical study which showed that learners with high proficiency level could gain more advantages from teacher corrective feedback in their delayed post-tests than learners with low language proficiency level.

2.8 Previous studies on teacher corrective feedback in online classroom

While most research about recasts was conducted in the context of physical language classrooms, it is reasonable to suggest that, due to technology nowadays, computer-mediated or online language classrooms have become one of the alternatives for language learners. Rassaei (2017) studied the effects of two modes of recasting: face-to-face classroom and video-conferencing classroom in the Iranian EFL context. It was revealed that the face-to-face and computer-mediate recasts were equally effective. However, the study measured the effectiveness of the use of recasts by comparing the language development of the participants after completing the language course. It was not clearly illustrated if the learners immediately responded to the recasts. Therefore, it is unclear if the learners respond to the recasts through one-on-one computer-mediate teaching sessions

2.9 The present study

As it is advisable that learners' language skills could be influenced and improved by teachers' feedback (Tuan & Mai, 2015) and most language learners often expect feedback on their speaking performance from the teachers (Leong & Ahmadi, 2017), it is worthwhile studying about teacher corrective feedback, especially about recast which is the most frequently used form. With evidence demonstrating that learners' uptake could differ among learners with different language proficiency levels, it could be questioned how those learners respond to each types of recasts. It was advised that the length, the linguistic focus, and some other features of the second language input could influence differently on the level of comprehension among the language learners with different language proficiency levels (Ilhan, 2019).

3 METHODOLOGY

3.1 Introduction

This chapter indicates how the research was conducted. Firstly, the research questions will be portrayed. Then, in order to answer the research questions, the research design, research methods, instruments, and participants will be clarified and justified. Finally, some other issues as the ethical consideration and the limitations of the methods will be addressed.

3.2 Research questions

In this study, there are two main research questions. Each question has one sub-question, as follows:

1. What types of recasts are used by English teachers in the context of one-on-one online EFL classrooms in Thailand?
 - 1.1. Are there any differences in the types of recasts given to beginning learners, intermediate learners, advanced learners? If yes, what are the differences?
2. What is the relationship between each types of recasts used by teachers and rate of uptake by learners?
 - 2.1. What is the relationship between each type of recasts given by teachers and the rate of uptake by beginning learners, intermediate learners, advanced learners?

3.3 Research design

In order to answer the research questions, recorded conversations between teachers and language learners were observed as all recasts and learners' immediate responses were transcribed and analysed. Then, the data was later analysed to calculate the frequency of each type. Accordingly, the frequency of each type of recasts and the rate of learners' uptake were calculated to see if there is any statistical relationship between them. This study deals with numerical data; thus, the research design is quantitative.

3.4 Research methods

In accordance with Mackey and Gass (2011), in order to investigate classroom activities and interactions, researchers could describe activities occurring in the classroom by using their own terms and descriptions; however, it was highlighted that researchers could use existing coding frameworks. Spada and Frohlich (1995) developed the Communicative Orientation of Language Teaching or COLT which is a descriptive coding system that concentrates on the important components of communicative language teaching method (as cited in Mackey &

Gass, 2011). Using existing coding frameworks allows researchers to compare their research with other studies (Mackey & Gass, 2011). Moreover, this coding framework was adopted in the research by Lyster and Ranta (1997) about teacher corrective feedback and learner uptake which is similar to the area of this present study. Thus, to collect data of this study required observation of the language teaching sessions, and the interactions between the teachers and the learners where teachers gave recasts to the learners were transcribed. During the observation, an observation schedule which contained types of recasts classified by previous studies was used. The transcription was further analysed by using the coding system.

3.5 Research instrument

In order to observe the recorded teaching sessions, an observation schedule was created by adapting existing type classification from the previous literature in recasts. Each schedule was labelled by the language level of the participant, the assigned number, and the time (in minute) indicating when the recast moves occur. In this study, the types of recasts are divided into six dimensions:

- (1) length
 - a. word
 - b. phrase
 - c. clause
- (2) intonation
 - a. declarative
 - b. interrogative
- (3) type of change
 - a. addition
 - b. substitution
 - c. deletion
- (4) linguistic feature
 - a. grammatical
 - b. pronunciation
 - c. vocabulary
 - d. others
- (5) stressing
 - a. yes
 - b. no

(6) number of changes

- a. one
- b. two
- c. three or more

3.6 Research participants

The participants of the research were recruited through an online English school based in Thailand. The participants were thirty Thai native adult learners of English who have been taking one-on-one online interactive English lessons. The participants were divided according to the school's language proficiency assessments into three groups of ten students: beginning learners, intermediate learners, and advanced learners. Before enrolling any courses, the learners were required by the school to take a conversational test. Once learners received the result, they had to take a pre-test of the course they were taking in order to ensure that they were in the appropriate course.

3.6.1 School and teachers

The online English school was contacted, and the staff with authority was asked to sign a consent form. All active teachers in the school system received an email informing about the study. It was clarified in the email that there was a possibility that some videos of teaching sessions might be used in the research, and they had rights to reject participating in the study. Once the students signed a consent form, the classes of the participating students were chosen. The teachers who taught those sessions received a separate email informing that their teaching sessions were chosen, and information related to data usage and ethical consideration was also attached to the email. They were asked to complete an electronic consent form attached to the email.

3.6.2 Students

The school provided contact information of the current students who have completed at least six one-on-one sessions. Even though all students had signed a consent form allowing the school to record and use their sessions for other purposes, the students were contacted individually by phone calls, followed by emails to be acknowledged of the study. They were informed via phone about the topic of the study and that their participation is voluntary. Then, they received an email briefly explaining about the study, how their data will be used, their rights to withdraw, and other information related to ethical issues. An online consent form was attached to the email. If the students agreed the terms and were willing to participate in the study, they required to complete the consent form. After thirty participants completed the

consent form, the videos of the one-on-one online language sessions were made available for this research. Two sessions of each participant were observed and analysed.

3.7 Procedures

All thirty participants were informed that their English language learning sessions which were recorded by the school would be shared with the researchers. Two of 30-minute one-on-one online video-conference learning sessions of each participant were made available for the researchers. Thirty hours in total of English language teaching sessions were observed. The recasts given by the teachers and learners' responses were transcribed and filled in the classroom observation schedules for data analysis.

3.8 Analysing data

For the first part of the data analysis, a code book was created for analysing and characterising the transcription of the recasts and learners' responses. Then, the numbers of each types of recasts were calculated using percentage and the following descriptive statistics: mode and standard deviation. In order to analyse if there is a statistically significant difference in recast moves given to each level of learners, One-way ANOVA was adopted. Moreover, the data was also analysed to find the differences in pairs of the learners' language proficiency (i.e. beginning learners vs intermediate learners, intermediate learners vs advanced learners, and beginning learners vs advanced learners) by using T-Test. Since in the first main research question, the differences in numbers of recast moves were to be studied, the means of the data was used in the statistical tests. Conversely, the sub question of the first research question was set to examine the differences in distribution of the recast in different types which were given to learners in different levels, the means of the percentage were used instead. For the second part, the frequency learners' uptake was analysed using percentage. Then, the relationship between the frequency of the learners' uptake and each type of recasts was analysed using Chi-square statistical test. Nonetheless, when the expected values were less than five, the Fisher's exact test was used instead.

3.9 Piloting

Before the actual data collection, the instrument and codebook were piloted in order to strengthen the reliability of the research instruments and prevent possible problems which may occur during the data collection phase as suggested by Gass and Mackey (2013). When the observation schedule was generated, the types defined in previous studies were chosen. Initially, the length of a recast was classified into two groups according to the number of

morphemes of the recast given by the teacher (less than five morphemes and five or more morphemes) which was adopted in Asari (2012). However, the observation schedule was piloted by three people. Transcriptions of one session was given to the coders. During the feedback and discussion session, it was suggested that justifying the length of the recasts by the number of morphemes was too broad since a recast with more than five morphemes could be a word, a phrase, or even a clause. Therefore, the criteria of length were adapted to word-length, phrase-length, and clause-length as used in Sheen (2006).

In accordance with the pilot study, the interrater score of the overall was at 78.33. The most disagreed type was the linguistic features of recasts as the interrater score was at 60. The feedback from the coders indicated that it was difficult to justify the types of linguistic features since it was not clarified in the codebook. Therefore, some changes were made in the codebook as more explanations and examples were provided. After adjusting the codebook, the schedule was given to another two coders. The interrater concordance was at 90 which shows the acceptable agreement.

3.1 Ethical consideration

Ethical issues are ones of the important aspects which researchers should thoroughly consider, especially in studies involving to humans (Guillemin & Gillam, 2004). The present study requires videos of the teaching sessions which contain personally identifiable data during the data collection phase. Thus, the participants were informed how they data would be used and their rights to withdraw. The identifiable data could be accessed only by the researchers as all the data was later anonymised in the analysis phase.

3.2 Limitations of the method

The possible limitation is that this study is observational; thus, the aspects and other factors in classrooms were not controlled (unlike experimental designs). This could lead to some other limitations as teachers' differences. As teachers were not told to change their regular teaching styles or any other actions, the differences of teachers' teaching styles or preferences could weaken the ability to generalise the results of the study. Likewise, learners' differences could also affect the results. Another possible limitation is the limited sample size. Since the teaching sessions were one-on-one classes, observing the videos required time.

4 RESULTS AND ANALYSIS

4.1 Introduction

This chapter illustrates the results and analysis of the study according to the research questions. Firstly, the numbers of recast moves are presented as in total and according to each group of the learners. Then, the types of each recast moves are shown in total to answer research question 1. In order to answer research question 1.1, the data analysed using ANOVA is presented in each category to demonstrate whether there are any differences between the types of recasts given by the teachers among three groups of learners (beginning, intermediate, and advanced learners). The differences were also analysed in pairs (i.e. beginning learners vs intermediate learners, intermediate learners vs advanced learners, and beginning learners vs advanced learners), using T-Test. Accordingly, the learners' rate of uptake is taken into consideration. In order to answer research question 2, the rate of learners' uptake is presented with each type of recast moves to see whether there is a relationship between them. Finally, the rate of uptake is presented with each type of recasts in each group of learners.

4.2 Recast moves given by teachers

From the observation of the total 30 hours of English language teaching sessions, there were 133 recast moves given by the teachers. Regarding the language proficiency levels of the students, in 10 hours language teaching sessions, there were 59 recast moves given to beginning learners, 47 recast moves given to intermediate learners, and 27 moves given to advanced learners, as illustrated in Figure 1. Alternatively, Figure 1 illustrates the data analysis considering the frequency of recasts given to each student. The minimum number of recasts given by the teacher during a 30-minute teaching session is 1 while the maximum number of recasts is 9. The mean of number of recasts given in one session is 4.43. The minimum numbers of recasts among three groups of learners are comparable as they are in the range of 1 – 2. Contrastively, the maximum numbers of recast moves given to beginning and intermediate learners in one session are 9 which advises the difference from the maximum number of recast moves given to advanced learners which is only 4.

Figure 1 - Bar chart of number of recast moves given by teachers

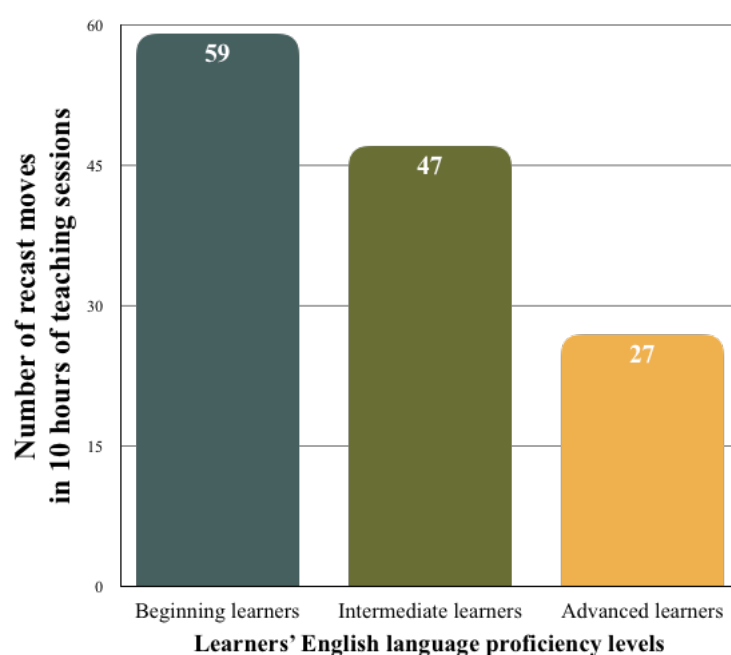


Table 1 – Table of number of recast moves given to each student

Number of recast moves	
Overall	
N=30	
Min	1
Max	9
Mean	4.43
S.D. (σ)	2.59
Total	133
Beginning learners	
N=10	
Min	2
Max	9
Mean	5.9
S.D. (σ)	2.21
Total	59

Intermediate learners		
N=10		
Min		1
Max		9
Mean		4.7
S.D. (σ)		3.07
Total		47
Advanced learners		
N=10		
Min		2
Max		4
Mean		2.7
S.D. (σ)		0.78
Total		27

4.3 Types of recast

RQ 1: “What are types of recasts used by English teachers in the context of one-on-one online EFL classrooms in Thailand?”

All 133 recast moves given by the teachers were categorised according to six dimensions. Nonetheless, during the observation it was found that some recasts were given with a repetition (i.e. the teacher said the corrected utterance twice or more); thus, another category, repetition, was added as presented in Table 2. From the data, it was found that most recasts were given in word-length (43.61%) and in declarative intonation (92.49%). Among different types of change, the recasts were substitutions of the learners’ utterance the most (75.19%). The grammar was the major correction (52.63%). 80.45 percent of recast moves was given without special emphasis or stress. Recasts were likely to be given with only one change at a time and given with no repetition.

Table 2 – Table of frequency of each type of recasts

Category	Frequency	Percentage
Length		
Word	58	43.61
Phrase	37	27.82
Clause	38	28.57
Total	133	100
Intonation		
Declarative	123	92.49
Interrogative	10	7.52
Total	133	100
Type of change		
Addition	25	18.80
Substitution	100	75.19
Deletion	8	6.02
Total	133	100
Linguistic focus		
Grammar	70	52.63
Pronunciation	48	36.09
Vocabulary	15	11.28
Total	133	100
Emphasis (Stressed)		
Yes	26	19.55
No	107	80.45
Total	133	100
Number of changes		
One	114	85.71
Two	9	6.77
Three or more	10	7.52
Total	133	100
Repetition		
Yes	16	12.03
No	117	87.97
Total	133	100

RQ 1.1: “Are there any differences in the types of recasts given to beginning learners, intermediate learners, advanced learners? If yes, what are the differences?”

In order to illustrate if there are any differences in the types of recasts given by the teachers to learners with different levels of English language proficiency, the number of each type of recast moves is displayed according to each student in different English language levels, as shown in Table 3.

Table 3 – Table of frequency of each type of recasts given to each student

Learner no.	Length			Intonation		Type of change			Linguistic feature			Emphasis		Number of changes			Repetition		total recasts
	word	phrase	clause	declarative	interrogative	addition	substitution	deletion	grammar	pronunciation	vocabulary	stressed	unstressed	one	two	Three or more	Yes	No	
Beginning learners	1	1	3	2	5	1	1	3	2	4	1	1	0	6	6	0	0	0	6
		(16.67)	(50)	(33.33)	(83.33)	(16.67)	(16.67)	(50)	(33.33)	(66.67)	(16.67)	(16.67)	(0)	(100)	(100)	(0)	(0)	(0)	(100)
	2	6	0	3	8	1	1	8	0	4	5	0	1	8	7	1	1	0	9
		(66.67)	(0)	(33.33)	(88.89)	(11.11)	(11.11)	(88.89)	(0)	(44.44)	(55.56)	(0)	(11.11)	(88.89)	(77.78)	(11.11)	(11.11)	(0)	(100)
	3	1	0	1	1	1	0	2	1	0	1	0	0	2	2	0	0	0	2
		(50)	(0)	(50)	(50)	(50)	(0)	(66.67)	(33.33)	(0)	(100)	(0)	(0)	(100)	(100)	(0)	(0)	(0)	(100)
	4	3	0	1	4	0	0	4	0	4	0	0	1	3	4	0	0	0	4
		(75)	(0)	(25)	(100)	(0)	(0)	(100)	(0)	(100)	(0)	(0)	(25)	(75)	(100)	(0)	(0)	(0)	(100)
	5	0	1	2	3	0	1	1	1	2	0	1	1	2	2	0	1	0	3
		(0)	(33.33)	(66.67)	(100)	(0)	(33.33)	(33.33)	(33.33)	(66.67)	(0)	(33.33)	(33.33)	(66.67)	(66.67)	(0)	(33.33)	(0)	(100)
	6	0	4	5	1	0	4	4	1	7	1	1	0	9	6	2	1	0	9
		(0)	(44.44)	(55.56)	(100)	(0)	(44.44)	(44.44)	(11.11)	(77.78)	(11.11)	(11.11)	(0)	(100)	(66.67)	(22.22)	(11.11)	(0)	(100)
	7	2	2	3	7	0	2	5	0	6	1	0	0	7	5	0	2	0	7
		(28.57)	(28.57)	(42.86)	(100)	(0)	(28.57)	(71.43)	(0)	(85.71)	(14.29)	(0)	(0)	(100)	(71.43)	(0)	(28.57)	(0)	(100)
	8	5	2	0	6	1	3	4	0	3	4	0	0	7	6	1	0	0	7
		(71.43)	(28.57)	(0)	(85.71)	(14.29)	(42.86)	(57.14)	(0)	(42.86)	(57.14)	(0)	(0)	(100)	(85.71)	(14.29)	(0)	(0)	(100)
	9	4	1	1	6	0	0	6	0	1	5	0	1	5	5	1	0	2	6
		(66.67)	(16.67)	(16.67)	(100)	(0)	(0)	(100)	(0)	(16.67)	(83.33)	(0)	(16.67)	(83.33)	(83.33)	(16.67)	(0)	(33.33)	(66.67)
	10	5	1	0	6	0	2	4	0	1	5	0	0	6	6	0	0	2	6
		(83.33)	(16.67)	(0)	(100)	(0)	(33.33)	(66.67)	(0)	(16.67)	(83.33)	(0)	(0)	(100)	(100)	(0)	(0)	(33.33)	(66.67)
	Min	0	0	0	1	0	0	1	0	0	0	0	0	2	2	0	0	0	2
	Max	6	4	5	8	1	4	8	2	7	5	1	1	9	7	2	2	2	9
	Mean	2.7	1.4	1.8	4.7	0.4	1.4	4.1	0.5	3.2	2.3	0.3	0.4	5.5	4.9	0.5	0.5	0.4	4.7
	S.D. (σ)	2.1	1.28	1.47	2.28	0.49	1.28	1.87	0.67	2.14	2.05	0.46	0.49	2.33	1.64	0.67	0.67	0.8	2.37
	Total	27	14	18	47	4	14	41	5	32	23	3	1	55	49	5	5	4	59
— 1	1	3	0	3	1	0	3	1	1	0	1	0	0	4	3	0	1	0	4

Learner no.	Length			Intonation		Type of change			Linguistic feature			Emphasis		Number of changes			Repetition		total recasts
	word	phrase	clause	declarative	interrogative	addition	substitution	deletion	grammar	pronunciation	vocabulary	stressed	unstressed	one	two	Three or more	Yes	No	
2	(25)	(75)	(0)	(75)	(25)	(0)	(75)	(25)	(50)	(0)	(50)	(0)	(100)	(75)	(0)	(25)	(0)	(100)	4
3	2	2	0	3	1	1	3	0	3	1	0	2	2	4	0	0	0	4	4
3	(50)	(50)	(0)	(75)	(25)	(25)	(75)	(0)	(75)	(25)	(0)	(50)	(50)	(100)	(0)	(0)	(0)	(100)	2
4	1	1	0	2	0	0	2	0	1	1	0	2	0	2	0	0	0	2	2
4	(50)	(50)	(0)	(100)	(0)	(0)	(100)	(0)	(50)	(50)	(0)	(100)	(0)	(100)	(0)	(0)	(0)	(100)	9
5	3	4	2	9	0	4	5	0	6	3	0	2	7	8	1	0	1	8	9
5	(33.33)	(44.44)	(22.22)	(100)	(0)	(44.44)	(55.56)	(0)	(66.67)	(33.33)	(0)	(22.22)	(77.78)	(88.89)	(11.11)	(0)	(11.11)	(88.89)	9
6	5	2	2	9	0	2	6	1	3	5	1	4	5	7	0	2	2	7	9
6	(55.56)	(22.22)	(22.22)	(100)	(0)	(22.22)	(66.67)	(11.11)	(33.33)	(55.56)	(11.11)	(44.44)	(55.56)	(77.78)	(0)	(22.22)	(22.22)	(77.78)	5
7	0	2	3	5	0	2	2	1	4	0	1	2	3	5	0	0	0	5	5
7	(0)	(40)	(60)	(100)	(0)	(40)	(40)	(20)	(80)	(0)	(20)	(40)	(60)	(100)	(0)	(0)	(0)	(100)	1
8	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	0	1	1
8	(0)	(100)	(0)	(100)	(0)	(100)	(0)	(0)	(100)	(0)	(0)	(100)	(0)	(100)	(0)	(0)	(0)	(100)	9
9	5	1	3	9	0	0	8	1	3	4	2	4	5	8	0	1	3	6	9
9	(55.56)	(11.11)	(33.33)	(100)	(0)	(0)	(88.89)	(11.11)	(33.33)	(44.44)	(22.22)	(44.44)	(55.56)	(88.89)	(0)	(11.11)	(33.33)	(66.67)	3
10	0	1	2	3	0	0	3	0	2	0	1	0	3	1	1	1	0	3	3
10	(0)	(33.33)	(66.67)	(100)	(0)	(0)	(100)	(0)	(66.67)	(0)	(33.33)	(0)	(100)	(33.33)	(33.33)	(33.33)	(0)	(100)	1
Min	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
Max	5	4	3	9	1	4	8	1	6	5	2	4	7	8	1	2	3	8	9
Mean	1.8	1.7	1.2	4.5	0.2	1	3.3	0.4	2.4	1.5	0.6	1.7	3.0	4.0	0.2	0.5	0.6	3.8	4.7
S.D. (σ)	1.83	1.1	1.25	3.14	0.4	1.26	2.28	0.49	1.69	1.75	0.67	1.41	2.19	2.72	0.40	0.67	1.02	2.48	3.07
Total	18	17	12	45	2	10	33	4	24	15	6	17	30	40	2	5	6	38	47
Advanced learners	1	2	0	2	2	1	3	0	3	1	0	0	4	4	0	0	0	4	4
		(50)	(0)	(50)	(50)	(25)	(75)	(0)	(75)	(25)	(0)	(0)	(100)	(100)	(0)	(0)	(0)	(100)	
	2	2	1	1	4	0	4	0	2	2	0	1	3	2	2	0	0	4	4
		(50)	(25)	(25)	(100)	(0)	(100)	(0)	(50)	(50)	(0)	(25)	(75)	(50)	(50)	(0)	(0)	(100)	
	3	1	1	1	3	0	3	0	3	0	0	1	2	3	0	0	0	3	3
		(33.33)	(33.33)	(33.33)	(100)	(0)	(100)	(0)	(100)	(0)	(0)	(33.33)	(66.67)	(100)	(0)	(0)	(0)	(100)	
	4	0	1	1	1	0	2	0	2	0	0	1	1	2	0	0	0	2	2
		(0)	(50)	(50)	(50)	(0)	(100)	(0)	(100)	(0)	(0)	(50)	(50)	(100)	(0)	(0)	(0)	(100)	
	5	2	0	1	3	0	3	0	0	2	1	0	3	3	0	0	1	2	3
		(66.67)	(0)	(33.33)	(100)	(0)	(100)	(0)	(0)	(66.67)	(33.33)	(0)	(100)	(100)	(0)	(0)	(33.33)	(66.67)	
	6	1	1	0	2	0	2	0	2	0	0	1	1	2	0	0	1	1	2
		(50)	(50)	(0)	(100)	(0)	(100)	(0)	(100)	(0)	(0)	(50)	(50)	(100)	(0)	(0)	(50)	(50)	
	7	1	1	1	2	1	3	0	1	0	2	0	3	3	0	0	1	2	3
		(33.33)	(33.33)	(33.33)	(66.67)	(33.33)	(0)	(100)	(33.33)	(0)	(66.67)	(0)	(100)	(100)	(0)	(0)	(33.33)	(66.67)	

Learner no.	Length			Intonation		Type of change			Linguistic feature			Emphasis		Number of changes			Repetition		total recasts
	word	phrase	clause	declarative	interrogative	addition	substitution	deletion	grammar	pronunciation	vocabulary	stressed	unstressed	one	two	Three or more	Yes	No	
8	1 (50)	0 (0)	1 (50)	2 (100)	0 (0)	0 (0)	2 (100)	0 (0)	1 (50)	1 (50)	0 (0)	1 (50)	1 (50)	2 (100)	0 (0)	0 (0)	0 (0)	2 (100)	2
9	2 (100)	0 (0)	0 (0)	2 (100)	0 (0)	0 (0)	2 (100)	0 (0)	0 (0)	1 (50)	1 (50)	0 (0)	2 (100)	2 (100)	0 (0)	0 (0)	1 (50)	1 (50)	2
10	1 (50)	1 (50)	0 (0)	2 (100)	0 (0)	0 (0)	2 (100)	0 (0)	1 (50)	0 (0)	1 (50)	0 (0)	2 (100)	2 (100)	0 (0)	0 (0)	2 (100)	0 (0)	2
Min	0	0	0	1	0	0	2	0	0	0	0	0	1	2	0	0	0	0	2
Max	2	1	2	4	2	1	4	0	3	2	2	1	4	4	2	0	2	4	4
Mean	1.3	0.6	0.8	2.3	0.4	0.1	2.6	0	1.5	0.7	0.5	0.5	2.2	2.5	0.2	0	0.6	2.1	2.7
S.D. (σ)	0.64	0.49	0.60	0.78	0.66	0.30	0.66	0	1.02	0.78	0.67	0.50	0.98	0.67	0.60	0	0.66	1.22	0.78
Total	13	6	8	23	4	1	26	0	15	7	5	5	22	25	2	0	6	21	27

To clarify the differences, the data was further analysed using a statistical test, One-way ANOVA, to examine if each type of recast moves given by the teachers statistically significantly differ among different levels of English language proficiency. The results show that there is a statistical difference between different types of recast moves given by the teachers to different levels of learners, as shown in Table 4 (where groups of beginning, intermediate, and advanced learners are referred as group number 1, 2, and 3, respectively). The p-value is .017 which is significant at $p < .05$.

Table 4– Table of One-way ANOVA test results of the overall types of recast moves between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	59	47	27	133
Mean	5.9	4.7	2.7	4.433
$\sum X^2$	397	315	79	791
Std. Dev.	2.331	3.234	0.823	2.635

Result Details				
Source	SS	df	MS	
Between-groups	52.267	2	26.133	$F = 4.732$
Within-groups	149.1	27	5.522	
Total	201.367	29		

The f-ratio value is 4.732. The p-value is .017. The result is significant at $p < .05$.

In addition, this study also examines the differences in distribution of each level of the learners. It was questioned if there is any difference in the preferences of the teachers to give recast moves in different characteristics. Unlike the previous calculation where the differences in numbers were analysed, in order to calculate the differences in distribution of the recast types given to each levels of learners, the means of the percentages were used in One-way ANOVA.

4.3.1 Differences in terms of length

In the dimension of length of recasts, the data was analysed to demonstrate if there are any statistically significant differences among three levels of learners in each length classification. The results show that there are no statistically significant differences among three groups of learners in recasts given in word-length, phrase-length, and clause-length as shown in Table 5, Table 6, and Table 7.

Table 5 – Table of One-way ANOVA test results of the recast moves given in word-length between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	4.59	3.69	4.833	13.113
Mean	0.459	0.369	0.483	0.437
$\sum X^2$	3.016	2.288	2.916	8.221
Std. Dev.	0.318	0.321	0.254	0.293

Result Details				
Source	SS	df	MS	
Between-groups	0.073	2	0.063	$F = 0.405$
Within-groups	2.416	27	0.090	
Total	2.489	29		

The f-ratio value is 0.405. The p-value is .671. **The result is not significant at $p < .05$.**

Table 6 – Table of One-way ANOVA test results of the recast moves given in phrase-length between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	2.183	4.261	2.417	8.860
Mean	0.218	0.426	0.242	0.295
$\sum X^2$	0.777	2.593	1.035	4.405
Std. Dev.	0.183	0.294	0.224	0.248

Result Details				
Source	SS	df	MS	
Between-groups	0.259	2	0.130	$F = 2.289$
Within-groups	1.529	27	0.057	
Total	1.788	29		

The f-ratio value is 2.887. The p-value is .121. **The result is not significant at $p < .05$.**

Table 7 – Table of One-way ANOVA test results of the recast moves given in clause-length between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	3.234	2.044	2.750	8.029
Mean	0.323	0.204	0.275	0.268
$\sum X^2$	1.499	1.014	10	3.659
Std. Dev.	0.224	0.257	0.633	0.228

Result Details				
Source	SS	df	MS	
Between-groups	0.072	2	0.036	$F = 0.672$
Within-groups	1.439	27	0.053	
Total	1.511	29		

The f-ratio value is 0.672. The p-value is .519. **The result is not significant at $p < .05$.**

Furthermore, the data was also analysed in pairs: beginning learners vs intermediate learners, intermediate learners vs advanced learners, and beginning vs advanced learners, using two-tailed T-Test. The results show that in terms of the number of recasts given in all word-length, phrase-length, and clause-length, there was no statistically significant difference in all three pairs, as shown in Table 8.

Table 8 - Difference scores calculations of recast moves given in terms of length

T-value Calculations	T-value	P-value
Word-length		
Beginning learners and intermediate learners	0.616	.542
Intermediate learners and advanced learners	-0.880	.390
Beginning learners and advanced learners	-0.194	.848
Phrase-length		
Beginning learners and intermediate learners	1.899	.074
Intermediate learners and advanced learners	1.579	.132
Beginning learners and advanced learners	-0.256	.800
Clause-length		
Beginning learners and intermediate learners	1.102	.285
Intermediate learners and advanced learners	-0.674	.509
Beginning learners and advanced learners	0.500	.623

*The result is significant at $p < .05$

4.3.2 Differences in terms of intonation

In terms of the intonation, the recast moves were given in declarative and interrogative intonations. Determined by One-way ANOVA, both types of the intonation did not differ among students with different English language levels as the p-values of declarative and interrogative intonations are .547. The results are not significant at $p < .05$, as shown in Table 9 and Table 10.

Table 9 – Table of One-way ANOVA test results of the recast moves given in declarative intonation between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	9.079	9.5	8.667	27.246
Mean	0.908	0.95	0.867	0.908
$\sum X^2$	8.469	9.125	7.945	25.539
Std. Dev.	0.158	0.105	0.219	0.165

Result Details				
Source	SS	df	MS	
Between-groups	0.034	2	0.017	$F = 0.617$
Within-groups	0.759	27	0.028	
Total	0.793	29		

The f-ratio value is 0.617. The p-value is .547. **The result is not significant at $p < .05$.**

Table 10 – Table of One-way ANOVA test results of the recast moves given in interrogative intonation between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	0.921	0.5	1.333	2.754
Mean	0.092	0.05	0.133	0.092
$\sum X^2$	0.311	0.125	0.611	1.047
Std. Dev.	0.158	0.105	0.219	0.165

Result Details				
Source	SS	df	MS	
Between-groups	0.035	2	0.017	$F = 0.617$
Within-groups	0.759	27	0.028	
Total	0.794	29		

The f-ratio value is 0.617. The p-value is .547. **The result is not significant at $p < .05$.**

Considering the differences in pairs using T-test, the results are similar to ones comparing among three groups as there was no statistically significant difference regarding the intonation of the recast moves in all pairs, shown in Table 11.

Table 11- Difference scores calculations of recast moves given in terms of intonation

T-value Calculations	T-value	P-value
Declarative		
Beginning learners and intermediate learners	-0.699	.493
Intermediate learners and advanced learners	1.083	.293
Beginning learners and advanced learners	0.482	.636
Interrogative		
Beginning learners and intermediate learners	0.699	.493
Intermediate learners and advanced learners	-1.083	.293
Beginning learners and advanced learners	-0.482	.636

*The result is significant at $p < .05$

4.3.3 Differences in terms of types of change

When teachers give recasts to learners, the corrections can be categorised in the dimension of types of change. In the results of this study, there were three types of changes: addition, substitution, and deletion. As illustrated in Table 12, among three groups of learners, the number of recast moves given as an addition differs significantly as the f-ratio value is 2.742. The p-value is .082, and the result is significant at $p < .05$. Similarly, the numbers of substitution recast moves differ statistically significantly among the three groups. On the other hand, the recast moves which were deletions did not occur differently among three groups of learners as in Table 14. The f-ratio value of the deletion is 2.780 and the p-value is .080. The result is not significant at $p < .05$.

Table 12 – Table of One-way ANOVA test results of the recast moves given as an addition between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	2.103	2.316	0.25	4.670
Mean	0.210	0.232	0.025	0.156
$\sum X^2$	0.725	1.469	0.063	2.257
Std. Dev.	0.177	0.322	0.079	0.230

Result Details

Source	SS	df	MS	
Between-groups	0.258	2	0.129	F = 2.742
Within-groups	1.273	27	0.047	
Total	1.530	29		

The f-ratio value is 2.742. The p-value is .082. The result is significant at $p < .05$.

Table 13 – Table of One-way ANOVA test results of the recast moves given as a substitution between 3 groups of learners

Summary of Data

	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	6.786	7.011	9.75	23.547
Mean	0.679	0.701	0.975	0.785
$\sum X^2$	5.074	5.828	9.563	20.465
Std. Dev.	0.229	0.318	0.079	0.261

Result Details

Source	SS	df	MS	
Between-groups	0.445	2	0.222	F = 5.110
Within-groups	1.439	27	0.053	
Total	1.983	29		

The f-ratio value is 5.110. The p-value is .013. The result is significant at $p < .05$.

Table 14 – Table of One-way ANOVA test results of the recast moves given as a deletion between 3 groups of learners

Summary of Data

	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	1.111	0.672	0	1.783
Mean	0.111	0.067	0	0.059
$\sum X^2$	0.346	0.127	0	0.473
Std. Dev.	0.157	0.096	0	0.113

Result Details

Source	SS	df	MS	
Between-groups	0.063	2	0.031	F = 2.779
Within-groups	0.304	27	0.011	
Total	0.367	29		

The f-ratio value is 2.780. The p-value is .080. **The result is not significant at $p < .05$.**

As shown in Table 15, when determining the data in pairs using T-test, in the frequency of recasts given as an addition, there was a statistically significant difference between beginning learners and advanced learners as the t-value is 3.019 and p-value is .007 while there were no statistically significant differences in the other two pairs. In the number of recasts given as a substitution, there were statistically significant differences between beginning learners and advanced learners as the t-value is -3.877 and p-value is .001 and between intermediate and advanced learners which the T-value is -2.640 and p-value is .017. In terms of recasts given as a deletion, there were statistically significant differences in the pair of intermediate learners and advanced learners, as well as the pair of beginning learners and advanced learners, as the t-values are 2.227 and 2.236 and p-values are .039 and .038, respectively.

Table 15 - Difference scores calculations of recast moves given in terms of type of change

T-value Calculations	T-value	P-value
Addition		
Beginning learners and intermediate learners	-0.184	.856
Intermediate learners and advanced learners	1.971	.064
Beginning learners and advanced learners	3.019	.007*
Substitution		
Beginning learners and intermediate learners	-0.182	.858
Intermediate learners and advanced learners	-2.640	.017*
Beginning learners and advanced learners	-3.877	.001*
Deletion		
Beginning learners and intermediate learners	0.755	.460
Intermediate learners and advanced learners	2.227	.039*
Beginning learners and advanced learners	2.236	.038*

*The result is significant at $p < .05$

4.3.4 Differences in terms of linguistic features of recast moves

There were three types of recast moves in terms of the linguistic features: grammar, pronunciation, and vocabulary. Determined by One-way ANOVA, the results show that there was no statistically significant difference in every linguistic feature of recasts given to each group of learners. As illustrated in Table 16, Table 17, and Table 18, the p-values of grammar, pronunciation, and vocabulary recast moves are .955, .481., and .303, respectively. The results are not significant at $p < .05$.

Table 16 – Table of One-way ANOVA test results of the grammar related recast moves between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	5.175	5.55	5.583	16.308
Mean	0.518	0.555	0.558	0.544
$\sum X^2$	3.665	3.814	4.424	11.903
Std. Dev.	0.331	0.256	0.381	0.324

Result Details				
Source	SS	df	MS	
Between-groups	0.010	2	0.005	$F = 0.046$
Within-groups	3.027	27	0.112	
Total	3.038	29		

The f-ratio value is 0.046. The p-value is .955. **The result is not significant at $p < .05$.**

Table 17 – Table of One-way ANOVA test results of the pronunciation related recast moves between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	4.214	3.083	2.417	9.714
Mean	0.421	0.308	0.242	0.324
$\sum X^2$	3.085	1.930	1.257	6.271
Std. Dev.	0.381	0.330	0.273	0.328

Result Details				
Source	SS	df	MS	
Between-groups	0.165	2	0.083	$F = 0.753$
Within-groups	2.961	27	0.110	
Total	3.126	29		

The f-ratio value is 0.753. The p-value is .481. **The result is not significant at $p < .05$.**

Table 18 – Table of One-way ANOVA test results of the vocabulary related recast moves between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	0.611	1.367	2	23
Mean	0.061	0.137	0.2	0.767
$\sum X^2$	0.151	0.463	1.056	63
Std. Dev.	0.113	0.175	0.270	1.251

Result Details				
Source	SS	df	MS	
Between-groups	0.097	2	0.048	$F = 1.249$
Within-groups	1.046	27	0.039	
Total	1.142	29		

The f-ratio value is 1.249. The p-value is .303. **The result is not significant at $p < .05$.**

Moreover, comparing the frequency of the recast moves in terms of the linguistic features of the corrections in pairs using T-test indicates a similar result that there were no statistically significant differences in all pairs, as shown in Table 19.

Table 19 - Difference scores calculations of recast moves given in terms of linguistic features

T-value Calculations	T-value	P-value
Grammar		
Beginning learners and intermediate learners	-0.271	.789
Intermediate learners and advanced learners	-0.022	.983
Beginning learners and advanced learners	-0.256	.801
Pronunciation		
Beginning learners and intermediate learners	0.709	.487
Intermediate learners and advanced learners	0.492	.629
Beginning learners and advanced learners	1.212	.241
Vocabulary		
Beginning learners and intermediate learners	-1.148	.266
Intermediate learners and advanced learners	-0.663	.541
Beginning learners and advanced learners	-1.502	.150

*The result is significant at $p < .05$

4.3.5 Differences in terms of the emphasis

While giving recasts, teachers sometimes emphasise where the correction was made by saying it with more stressing. As shown in Table 20, considering the differences among three groups of learners by using One-way ANOVA, the results show that there was a statistically significant difference of the recast moves given with emphasis as the f-ratio value is 3.632, and the p-value is .040.

Table 20 - Table of One-way ANOVA test results of the recast moves given with emphasis between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	0.861	4.011	2.083	6.955
Mean	0.086	0.401	0.208	0.232
$\sum X^2$	0.214	2.854	0.924	3.992
Std. Dev.	0.125	0.372	0.233	0.286

Result Details				
Source	SS	df	MS	
Between-groups	0.504	2	0.252	F = 3.632
Within-groups	1.875	27	0.069	
Total	2.379	29		

The f-ratio value is 3.632. The p-value is .040. The result is significant at $p < .05$.

Table 21 - Table of One-way ANOVA test results of the recast moves given without emphasis between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	9.139	5.989	7.917	23.045
Mean	0.914	0.599	0.792	0.768
$\sum X^2$	8.491	4.832	6.757	20.081
Std. Dev.	0.125	0.372	0.233	0.286

Result Details				
Source	SS	df	MS	
Between-groups	0.504	2	0.252	F = 3.632
Within-groups	1.875	27	0.069	
Total	2.379	29		

The f-ratio value is 3.632. The p-value is .040. The result is significant at $p < .05$.

When comparing the differences in pairs using T-test, as shown in Table 22, there was a statistically significant difference in the first pair, but no difference in the second and third pair in the recast moves given with emphasis.

Table 22- Difference scores calculations of recast moves given in terms of emphasis

T-value Calculations	T-value	P-value
With emphasis		
Beginning learners and intermediate learners	-2.539	.021*
Intermediate learners and advanced learners	1.388	.182
Beginning learners and advanced learners	-1.462	.161
With no emphasis		
Beginning learners and intermediate learners	2.539	.021*
Intermediate learners and advanced learners	-1.388	.182
Beginning learners and advanced learners	1.462	.161

*The result is significant at $p < .05$

4.3.6 Differences in terms of the number of changes

In one utterance, there could be more than one correction. This study categorised the number of changes into three groups: one change, two changes, and three or more changes. Determining data using One-way ANOVA to find if there was any difference among three groups of learners, the results showed that there were statistically significant differences in the number of the recast moves regarding number of changes, as shown in Table 23, Table 24 and Table 25.

Table 23 - Table of One-way ANOVA test results of the recast moves containing one change between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	8.516	8.639	9.5	26.655
Mean	0.851	0.864	0.95	0.888
$\sum X^2$	7.433	7.859	9.25	24.542
Std. Dev.	0.142	0.210	0.158	0.172

Result Details

Source	SS	df	MS	
Between-groups	0.058	2	0.028	F = 0.968
Within-groups	0.802	27	0.0297	
Total	0.859	29		

The f-ratio value is 0.968. The p-value is .393. **The result is not significant at $p < .05$.**

Table 24 - Table of One-way ANOVA test results of the recast moves containing two changes between 3 groups of learners

Summary of Data

	Groups			Total
	1	2	3	
N	10	10	10	30
$\sum X$	0.623	0.444	0.5	1.587
Mean	0.064	0.044	0.05	0.053
$\sum X^2$	0.110	0.123	0.25	0.483
Std. Dev.	0.087	0.107	0.158	0.117

Result Details

Source	SS	df	MS	
Between-groups	0.002	2	0.001	F = 0.071
Within-groups	0.397	27	0.015	
Total	0.399	29		

The f-ratio value is 0.071. The p-value is .931. **The result is not significant at $p < .05$.**

Table 25 - Table of One-way ANOVA test results of the recast moves containing three or more changes between 3 groups of learners

Summary of Data

	Groups			Total
	1	2	3	
N	10	10	10	30
$\sum X$	0.841	0.917	0	1.758
Mean	0.084	0.092	0	0.059
$\sum X^2$	0.217	0.235	0	0.453
Std. Dev.	0.128	0.130	0	0.110

Result Details

Source	SS	df	MS	
Between-groups	0.052	2	0.026	F = 2.346
Within-groups	0.298	27	0.011	
Total	0.350	29		

The f-ratio value is 2.346. The p-value is .115. **The result is not significant at $p < .05$.**

Analysing data in pairs using T-test indicates a slightly different result, see Table 26. Regarding the recast moves containing one change and two changes, there was a statistically significant difference in every pair. On the other hand, in terms of recasts containing three or more changes, there were statistically significant differences in the pair between intermediate learners and advanced learners which the t-value and p-value which are 2.236 and .038, respectively.

Table 26 - Difference scores calculations of recast moves given in terms of number of changes

T-value Calculations	T-value	P-value
One change		
Beginning learners and intermediate learners	-0.154	.879
Intermediate learners and advanced learners	-1.037	.314
Beginning learners and advanced learners	-1.465	.160
Two changes		
Beginning learners and intermediate learners	0.454	.655
Intermediate learners and advanced learners	-0.092	.928
Beginning learners and advanced learners	0.250	.805
Three or more changes		
Beginning learners and intermediate learners	-0.131	.897
Intermediate learners and advanced learners	2.236	.038*
Beginning learners and advanced learners	2.084	.052

*The result is significant at $p < .05$.

4.3.7 Differences in terms of the repetition

In this study, it was found that teachers sometimes repeated their recasts; thus, the category of repetition was added. Using One-way ANOVA to find if there is any statistically significant difference among three groups of learners, it was found that there was no statistically significant difference in the recast moves regarding the repetition, as shown in Table 27 and Table 28. Likewise, analysing the data in pairs using T-test, there was no statistically significant difference in recast moves given with repetition in all three pairs, see Table 29.

Table 27 - Table of One-way ANOVA test results of the recast moves given with repetition between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	0.667	0.667	2.667	4.000
Mean	0.067	0.067	0.267	0.133
$\sum X^2$	0.222	0.173	1.722	2.117
Std. Dev.	0.141	0.119	0.335	0.234

Result Details				
Source	SS	df	MS	
Between-groups	0.267	2	0.133	F = 2.733
Within-groups	1.317	27	0.049	
Total	1.584	29		

The f-ratio value is 2.733. The p-value is .083. **The result is not significant at $p < .05$.**

Table 28 - Table of One-way ANOVA test results of the recast moves given with no repetition between 3 groups of learners

Summary of Data				
	Groups			
	1	2	3	Total
N	10	10	10	30
$\sum X$	9.334	9.334	7.334	26
Mean	0.933	0.933	0.733	0.867
$\sum X^2$	8.889	8.840	6.380	24.118
Std. Dev.	0.141	0.119	0.335	0.234

Result Details				
Source	SS	df	MS	
Between-groups	0.267	2	0.133	F = 2.733
Within-groups	1.317	27	0.049	
Total	1.584	29		

The f-ratio value is 2.733. The p-value is .083. **The result is not significant at $p < .05$.**

Table 29 - Difference scores calculations of recast moves given in terms of repetition

T-value Calculations	T-value	P-value
With repetition		
Beginning learners and intermediate learners	0	1
Intermediate learners and advanced learners	-1.778	.092
Beginning learners and advanced learners	-1.740	.099
With no repetition		
Beginning learners and intermediate learners	0	1
Intermediate learners and advanced learners	1.778	.092
Beginning learners and advanced learners	1.740	.099

*The result is significant at $p < .05$.

4.4 Learners' Uptake

RQ 2: "What is the relationship between each of those types of recasts used by teachers and rate of uptake by learners?"

This study also determines the rate of learners' uptake after being corrected by the teachers. As described in chapter two, when the learners attempted to or corrected themselves after receiving recast moves from the teachers, it was considered as learners' uptake. In order to find the relationship between the recast types and the rate of learners' uptake, Chi-square was adopted. Nonetheless, the expected values from the Chi-square in some categories were less than 5; Fisher's exact test was used alternatively. Table 30 shows the relationship between the types of recast moves and the rate of the learners' uptake of all participants. Length, type of changes, linguistic focus, and number of changes were significantly related to learners' uptake. Learners responded more to word-length, addition, substitution, pronunciation, and one change recast moves as the high percentages of the rate of learners' uptake presented in Table 30. On the other hand, intonation, emphasis, and repetition were not. Despite the fisher's exact test result, in terms of repetition, the percentage of the learners' uptake as a response to the repeated recast was 100 percent.

Table 30 - Table of relationship between each type of recasts and rate of learners' uptake

Category	Frequency	Uptake (%)	df	Pearson Chi-Square	Asymptotic Significance	Fisher's Exact Sig.
Length			2	16.621	.000*	
Word	58	57 (98.28)				
Phrase	37	30 (81.08)				
Clause	38	26 (68.42)				
Total	133	113 (84.96)				
Intonation			1	1.895 ^a	.169	.174
Declarative	123	106 (86.18)				
Interrogative	10	7 (70)				
Total	133	113 (84.96)				
a. 1 cell (25%) has expected count less than 5.						
Type of changes			2	15.008 ^a	.001	.004*
Addition	25	22 (88)				
Substitution	100	88 (88)				
Deletion	8	3 (37.5)				
Total	133	113 (84.96)				
a. 2 cells (33.33%) have expected count less than 5.						
Linguistic focus			2	7.824 ^a	.020	.012*
Grammar	70	54 (77.14)				
Pronunciation	48	46 (95.83)				
Vocabulary	15	13 (86.67)				
Total	133	113 (84.96)				
a. 1 cell (16.7%) has expected count less than 5.						
Emphasis (Stressed)			1	1.365 ^a	.212	.362
Yes	26	24 (92.30)				
No	107	89 (83.18)				
Total	133	113 (84.96)				
a. 1 cell (25%) has expected count less than 5.						

Number of changes			2	11.109 ^a	.004	.006*
One	114	101 (88.60)				
Two	9	7 (77.78)				
Three or more	10	5 (50)				
Total	133	113 (84.96)				
a. 2 cells (33.33%) have expected count less than 5.						

Repetition			1	3.219 ^a	.073	.129
Yes	16	16 (100)				
No	117	97 (82.91)				
Total	133	113 (84.96)				
a. 1 cell (25%) has expected count less than 5.						

*The result is significant at $p < .05$.

4.4.1 Rate of learners' uptake in each level

RQ 2.1: What is the relationship between each of those types of recasts given by teachers and rate of uptake by beginning learners, intermediate learners, advanced learners?

As this study considers the English language proficiency of the learners important, the relationships between recast types and learners' uptake in each level of English language proficiency were analysed. Firstly, in beginning learners, only length, linguistic focus, and number of changes were significantly related to learners' uptake. Beginning learners responded more to word-length, pronunciation, and one change recast moves as shown in Table 31.

Table 31 – Table of relationship between each type of recasts given to beginning learners and rate of learners' uptake

Category	Frequency	Uptake (%)	df	Pearson Chi-Square	Asymptotic Significance	Fisher's Exact Sig.
Length			2	13.028 ^a	.001	.001*
Word	27	26 (96.30)				
Phrase	14	10 (71.43)				
Clause	18	9 (50)				
Total	59	45 (76.27)				
a. 2 cells (33.33%) have expected count less than 5.						

Intonation			1	.000 ^a	.984	1.000
Declarative	55	41 (74.55)				
Interrogative	4	3 (75)				
Total	59	45 (76.27)				
a. 2 cells (50%) have expected count less than 5.						
Type of change			2	6.254 ^a	.044	.069
Addition	14	11 (78.57)				
Substitution	41	33 (80.49)				
Deletion	4	1 (25)				
Total	59	45 (76.27)				
a. 3 cells (50%) have expected count less than 5.						
Linguistic focus			2	8.883 ^a	.012	.010*
Grammar	29	19 (65.52)				
Pronunciation	26	24 (92.31)				
Vocabulary	4	2 (50)				
Total	59	45 (76.27)				
a. 2 cells (33.33%) have expected count less than 5.						
Emphasis (Stressed)			1	1.636 ^a	.201	.236
Yes	4	2 (50)				
No	55	43 (78.18)				
Total	59	45 (76.27)				
a. 2 cells (50%) have expected count less than 5.						
Number of changes			2	10.963 ^a	.004	.005*
One	49	41 (83.67)				
Two	5	3 (60)				
Three or more	5	1 (20)				
Total	59	45 (76.27)				
a. 4 cells (66.67%) have expected count less than 5.						
Repetition			1	1.335 ^a	.248	.564
Yes	4	4 (100)				
No	55	41 (74.55)				
Total	59	45 (76.27)				
a. 2 cells (50%) have expected count less than 5.						

*The result is significant at $p < .05$.

Secondly, intermediate learners' rate of uptake was related significantly to the recast moves given with emphasis which the percentage of the learners' uptake is 100, as shown in Table 32. Despite the statistically insignificant results, intermediate learners responded very high (100 percent) to word-length, addition, pronunciation, vocabulary, two changes, and repeated recast moves.

Table 32 – Table of relationship between each type of recasts given to intermediate learners and rate of learners' uptake

Category	Frequency	Uptake (%)	df	Pearson Chi-Square	Asymptotic Significance	Fisher's Exact Sig.
Length			2	4.769 ^a	.092	.060
Word	18	18 (100)				
Phrase	17	15 (88.24)				
Clause	12	9 (75)				
Total	47	42 (89.36)				
a. 3 cells (50%) have expected count less than 5.						
Intonation			1	3.404 ^a	.065	.204
Declarative	45	41 (91.11)				
Interrogative	2	1 (50)				
Total	47	42 (89.36)				
a. 3 cells (75%) have expected count less than 5.						
Type of change			2	7.793 ^a	.020	.066
Addition	10	10 (100)				
Substitution	33	30 (90.91)				
Deletion	4	2 (50)				
Total	47	42 (89.36)				
a. 4 cells (66.70%) have expected count less than 5.						

Linguistic focus			2	4.519 ^a	.104	.141
Grammar	26	21 (80.77)				
Pronunciation	15	15 (100)				
Vocabulary	6	6 (100)				
Total	47	42 (89.36)				

a. 3 cells (50%) have expected count less than 5.

Emphasis (Stressed)			1	9.874 ^a	.002	.004*
Yes	17	17 (100)				
No	30	25 (83.33)				
Total	47	42 (89.36)				

a. 2 cells (50%) have expected count less than 5.

Number of changes			2	.716 ^a	.699	.571
One	40	36 (90)				
Two	2	2 (100)				
Three or more	5	4 (80)				
Total	47	42 (89.36)				

a. 5 cells (83.3%) have expected count less than 5.

Repetition			1	.819 ^a	.366	1.000
Yes	6	6 (100)				
No	41	36 (87.80)				
Total	47	42 (89.36)				

a. 2 cells (50%) have expected count less than 5.

*The result is significant at $p < .05$.

Lastly, determined by Pearson's Chi-Square and Fisher's exact tests, there was no statistically significant relationship between types of recasts and the rate of learners' uptake. This could be a result of the very high rate of uptake (96.30%) as the advanced learners were likely to respond to almost every type of recast moves given by the teachers.

Table 33– Table of relationship between each type of recasts given to advanced learners and rate of learners' uptake

Category	Frequency	Uptake (%)	df	Pearson Chi-Square	Asymptotic Significance	Fisher's Exact Sig.
Length			2	2.466 ^a	.291	.519
Word	13	13 (100)				
Phrase	6	6 (100)				
Clause	8	7 (87.50)				
Total	27	26 (96.30)				
b. 3 cells (50%) have expected count less than 5.						
Intonation			1	5.971 ^a	.015	.148
Declarative	23	23 (100)				
Interrogative	4	3 (75)				
Total	27	26 (96.30)				
b. 3 cells (75%) have expected count less than 5.						
Type of change			1	.040 ^a	.842	1.000
Addition	1	1 (100)				
Substitution	26	25 (96.15)				
Deletion	0	N/A				
Total	27	26 (96.30)				
b. 3 cells (75%) have expected count less than 5.						
Linguistic focus			2	.831 ^a	.660	1.000
Grammar	15	14 (93.33)				
Pronunciation	7	7 (100)				
Vocabulary	5	5 (100)				
Total	27	26 (96.30)				
b. 4 cells (66.7%) have expected count less than 5.						

Emphasis (Stressed)			1	.236 ^a	.627	1.000
Yes	5	5 (100)				
No	22	21 (95.45)				
Total	27	26 (96.30)				

b. 3 cells (75%) have expected count less than 5.

Number of changes			1	.083 ^a	.773	1.000
One	25	24 (96)				
Two	2	2 (100)				
Three or more	0	N/A				
Total	27	26 (96.30)				

b. 3 cells (75%) have expected count less than 5.

Repetition			1	.297 ^a	.586	1.000
Yes	6	6 (100)				
No	21	20 (95.24)				
Total	27	26				

b. 2 cells (50%) have expected count less than 5.

5 DISCUSSION

5.1 Types of recasts given by the teachers

The results in this study indicate similar results to those previous studies related to recasts as Asari (2012), Loewan and Philp (2006), and Sheen (2006) suggested that most recast moves given by teachers were short, not stressed, using declarative intonation, and contained only one change. This study also indicates that teachers tended to give recasts in word-length and in declarative intonation without emphasis. Recasts were likely to be given with only one change and given with no repetition. Moreover, it was also found that most recast moves were substitutions and related to grammatical corrections. It was explained by Asari (2012) that teachers usually give recasts without interfering the flow of the conversation; thus, they are likely to use declarative intonation and short episodes.

5.2 Types of recasts given by the teachers to each level

This study examines if there is any difference in the types of recasts given by the teachers to learners with different language proficiency. Asari (2012) assumed that teachers gave short recast moves because of the learners' limitation of language proficiency which led to the question of the differences in language proficiency levels of the learners. This study indicates that there is a statistically significant difference in the numbers of recast moves given to learners with different levels in overall as there were more recasts given to beginning learners than intermediate and advanced learners. This could be a result of the fact that learners with less language proficiency made more errors than those with more advanced language skills.

Regarding the differences in distribution, finding whether the teachers gave different types of recasts to learners with different language proficiency, this study shows that most recasts were given similarly to all learners. Despite the different language ability, teachers were likely to give word-length recast moves in declarative intonation. There were differences in only the intonations, types of change, and emphasis.

5.3 Learners' uptake

Considering the rate of learners' uptake towards recasts, it was shown that the more advanced learners could effectively respond or correct themselves more than those with less language skills. This aligns with the previous study by Havranek and Cesnik (2001) which concluded that more advanced learners could take more advantage of teachers' recasts. In accordance with Asari (2012), there were relationships between some features of recasts (e.g. short and declarative) and the rate of learners' uptake. This study indicates that length, type of changes, linguistic focus, and number of changes were significantly related to learners' uptake as the learners were likely to correct themselves more after word-length, addition, substitution, pronunciation, and one change recast moves.

From the present study, it was clearer to notice that different types of recasts were related to learners' uptake as the rates uptake towards of word-length, grammar, pronunciation, and one-change were significantly higher than other types. On the other hand, only one category (emphasis) was related to the uptake in intermediate learners, and no specific types were related to advanced learners' uptake. This could possibly be a result of the very high rate of learners' uptake as there was only one recast which was not followed by advanced learners' uptake.

It should also be highlighted that there were some features of recasts that encouraged learners' to be very likely to correct themselves afterwards. It was found during the observation

that teachers sometimes gave the recasts more than once. In spite of the fisher's exact test result, it was illustrated that the rate of learners' uptake toward repeated recast moves was 100 percent.

6 CONCLUSION

As explained that teacher corrective feedback could be one of the important factors which influence speaking performance of language learners, recasts (one of the most frequently given forms of corrective feedback) were studied in this paper. Due to the previous studies related to recasts, some assumptions towards recast types were made regarding the language proficiency levels of the learners, it was questioned whether there were any differences in recasts given by the teachers to learners with different language proficiency, regarding both numbers of recasts and different types of recasts. Moreover, it was further questioned if the learners responded particularly to any types of recasts in which the language levels of the learners were also determined.

The results demonstrate that the majority of recast moves given by teachers were word-length, unstressed, given in the declarative intonation, and contained only one change from the original utterance. Most of them were not repeated. The most frequent type of change was substitution, and the corrections were mainly related to grammar. By comparing the data, it was shown that teachers were likely to give more recasts to less advanced learners. It could be assumed that less advanced learners made more mistakes; thus, teachers provided more corrections. Considering the differences of types of recasts, most of the recast moves were similar in characteristics despite the different language proficiency levels of the learners.

Determining the rate of the learners' uptake after receiving recasts, it was clear that more advanced learners were likely to take advantages from being corrected by the teachers as their rate of uptake was very high. It was found that the length, type of changes, linguistic focus, and number of changes were related to learners' uptake. The results showed that the learners were likely to repair their utterances after word-length, addition, substitution, pronunciation, and one change recast episodes. While advanced learners were likely to respond to almost all types of recasts, beginning learners repaired their utterances after certain features of recast as word-length, grammar, pronunciation, and one-change recast moves.

6.1 Implications

Considering the results of the research questions 2 and 2.1, it was shown that learners with different language proficiency levels responded differently to recast moves given by the

teachers. Nonetheless, the results of the first research question showed that teachers were likely to give similar types of recasts to all learners despite the language ability differences. This could imply that teachers should be more aware of the types of recast moves they give to learners with different language proficiency in order to boost the rate of learners' uptake, especially when giving to beginning learners since it was shown that they were less likely to respond to some features of recasts (e.g. deletion and interrogative recasts). Moreover, as mentioned above, repeated recasts could encourage learners to respond correctly after being corrected by the teachers. It is advisable that teachers provide more recasts with repetition since they rarely did in the study.

6.2 Suggestions for further studies

There were some limitations in this study which could be prevented and improved in further studies. As this study was observational, some factors were not controlled. There could be some interference from the teacher differences in this study; it could be less affected if further researchers consider using only one teacher with different learners. In addition, further studies could also focus more on insights rather than only surface actions. Some introspections and interview could be conducted in order to examine the learners' awareness and interpretation of being corrected, as well as teachers' awareness of their preferences of types of recasts.

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APPENDIX A – Information sheet and consent form for school (Online format)

I, [REDACTED], am currently carrying out a research project for my master's dissertation which is about teacher and student interaction in one-on-one online EFL interactive classroom. I would like to invite you to take part in this research project.

Before agreeing to take part, please read this information sheet carefully, and let us know if anything is unclear or you would like further information.

Please also read the information about GDPR by following this link: https://www.york.ac.uk/education/research/gdpr_information/

Purpose of the study

The study is designed to investigate interactions between teachers and learners in the context of one-on-one online EFL interactive classroom.

What would this mean for you?

I would like you to contact the students at your school and inform them about my research project. If students do decide to take part, they will be given a copy of an information sheet for their records and will be asked to complete a participant consent form. I would also like to ask your permission to access and make copies of the online sessions recorded videos of those who would like to participate this research.

Participation is voluntary

Participation is optional. If you do decide to take part, you will be given a copy of this information sheet for your records and will be asked to complete a participant consent form. If you change your mind at any point during the study, you will be able to withdraw your participation without having to provide a reason.

Anonymity and confidentiality

Your data will be stored by code number. Any information that identifies you will be stored separately from the data. You are free to withdraw from the study at any time during data collection and up to one week after the data is collected by contacting the researcher via the e-mail address given below.

Storing and using your data

We will put in place appropriate technical and organisational measures to protect your personal data. Data will be stored on a password protected computer.

Personal data will be kept until 20 September 2019 after which time it will be destroyed.

The data that I collect (the transcripts from the videos) may be used in an *anonymous* format in different ways. Please indicate on the consent form attached with a tick if you are happy for this anonymised data to be used in the ways listed.

Please note: If we gather information that raises concerns about your safety or the safety of others, or about other concerns as perceived by the researcher, the researcher may pass on this information to another person.

Anonymised data may be used for future analysis and shared for research or training purposes. If you do not want your data to be included in any information shared as a result of this research, please do not sign the consent form.

Questions or concerns

If you have any questions about this participant information sheet or concerns about how your data is being processed, please feel free to contact me, [REDACTED] [REDACTED] or the Chair of Ethics Committee via email education-research-administrator@york.ac.uk. If you are still dissatisfied, please contact the University's Data Protection Officer at dataprotection@york.ac.uk

Consent Form

Please click each box if you are happy to take part in this research.

I confirm that I have read and understood the information given to me about the above named research project and I understand that this will involve me taking part as described above.

☐

I understand that participation in this study is voluntary.

☐

I understand that my data will not be identifiable and the data may be used in publications, presentations and online.

☐

I confirm that I have read the information about GDPR.

☐

APPENDIX B – Information sheet and consent form for students (Online format)

I, [REDACTED], am currently carrying out a research project for my master's dissertation which is about teacher and student interaction in one-on-one online ELF interactive. I would like to invite you to take part in this research project.

Before agreeing to take part, please read this information sheet carefully, and let us know if anything is unclear or you would like further information.

Please also read the information about GDPR by following this link: https://www.york.ac.uk/education/research/gdpr_information/

Purpose of the study

The study is designed to investigate interactions between teachers and learners in the context of one-on-one online EFL interactive classroom.

What would this mean for you?

Two of the videos of your online sessions recorded by the school will be made available for the researchers. There will be no impact on your lessons.

Participation is voluntary

Participation is optional. If you do decide to take part, you will be given a copy of this information sheet for your records and will be asked to complete a participant consent form. If you change your mind at any point during the study, you will be able to withdraw your participation without having to provide a reason.

Anonymity and confidentiality

Your data (recordings of the class, test results, notes from observations) will be stored by code number. Any information that identifies you will be stored separately from the data. You are free to withdraw from the study at any time during data collection and up to one week after the data is collected by contacting the researcher via the e-mail address given below.

Storing and using your data

We will put in place appropriate technical and organisational measures to protect your personal data. Data will be stored on a password protected computer.

Personal data will be kept until 20 September 2019 after which time it will be destroyed.

The data that I collect (the transcripts from the videos) may be used in an *anonymous* format in different ways. Please indicate on the consent form attached with a tick if you are happy for this anonymised data to be used in the ways listed.

Please note: If we gather information that raises concerns about your safety or the safety of others, or about other concerns as perceived by the researcher, the researcher may pass on this information to another person.

Anonymised data may be used for future analysis and shared for research or training purposes. If you do not want your data to be included in any information shared as a result of this research, please do not sign the consent form.

Questions or concerns

If you have any questions about this participant information sheet or concerns about how your data is being processed, please feel free to contact me, [REDACTED]

[REDACTED] or the Chair of Ethics Committee via email education-research-administrator@york.ac.uk. If you are still dissatisfied, please contact the University's Data Protection Officer at dataprotection@york.ac.uk

THE STUDY OF TEACHER AND STUDENT INTERACTION IN ONE-ON-ONE ONLINE EFL INTERACTIVE CLASS IN THAILAND

Consent Form

Please click each box if you are happy to take part in this research.

I confirm that I have read and understood the information given to me about the above named research project and I understand that this will involve me taking part as described above.

☐

I understand that participation in this study is voluntary.

☐

I understand that my data will not be identifiable and the data may be used in publications, presentations and online.

☐

I confirm that I have read the information about GDPR.

☐